DOCUMENT RESUME

ED 156 102 HE 010 245

AUTHOR	Ekstrom, Ruth B.; Wehren, Aileen
TITLE	Finding Funds for Programs Related to Women's Education and Other Opportunities for Women.
INSTITUTION	Educational Testing Service, Princeton, N.J.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jan 78
CONTRACT	300-76-0463
NOTE	87p.
AVAILABLE FROM	U.S. Department of Health, Education, and Welfare, Education Division/ Office of Education, Washington, D.C. 20202
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Bibliographies; Directories; Educational Finance; *Equal Education; Federal Aid; *Females; *Foundation Programs; *Grants; Higher Education; *Private Financial Support; *Womens Education
IDENTIFIERS	*Grantsmanship

ABSTRACT

The process of obtaining funds from foundations and government agencies for programs that will further educational equity for women is examined. Presented in nontechnical terms are the fundamentals in: identifying where the money is; writing an effective funding request; and submitting the application for funds. Included are descriptions of selected foundations and government agencies. The appendices contain a list of foundation center branches, and useful books, articles, and publications. (SPG)

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Finding Funds for Programs Relating to Women's Educational Equity

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FINDING FUNDS FOR PROGRAMS RELATED TO WOMEN'S EDUCATION AND OTHER OPPORTUNITIES FOR WOMEN

Ruth B. Ekstrom
and
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Educational Testing Service
January 1978

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402
Stock No. 017-080-01835-7

Acknowledgements

The authors wish to thank Sally Dias, Massachusetts State Department of Education; Rosie Doughty, Lorrain, Ohio Public Schools; and Holly Knox, Project for Equal Education Rights, for reviewing the manuscript for this publication and for their helpful comments for its improvement. We also wish to thank Gretchen V. S. Allen, Robert J. Gettlefinger, John S. Hollister, S. Irene Smith, and Sybil E. Smith of Educational Testing Service for their assistance in preparing this material.

FINDING FUNDS FOR PROGRAMS RELATED TO WOMEN'S EDUCATION
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Section I

FOREWORD

In 1976, Educational Testing Service was awarded a contract by the Women's Program Staff of the U.S. Office of Education to design a communications network dealing with women's educational equity. As the first phase of designing this network, an analysis was made of the information needs of individuals who might be key users of such a network. The need for women to have better information about the grant-getting and funding process was one of the topics raised most frequently.

As a consequence, the Women's Program Staff asked that this booklet be prepared. It is intended to give a general overview of the process of obtaining funds from foundations and government agencies and to provide reference to additional, more detailed resources. This publication is designed primarily for use by teachers, administrators, women's groups, and other citizens concerned with the funding of programs which will further educational equity for women. Consequently, it does not contain extensive information on research grants nor does it cover funding sources for projects and programs which are not directly relevant to women's educational equity.

The process of obtaining funds for your project or program is not magical. It will require careful preparation, hard work, and persistence. We wish you success!

Section II

THE FUNDING PROCESS

Women's organizations and women researchers have often complained that the process of obtaining grants and contracts is a mysterious system which is dominated by the "old boy" network. Actually there is no great mystique about fund-raising. The purpose of this publication is to present as clearly as possible and in nontechnical terms the fundamentals in: (1) identifying where the money is; (2) writing an effective funding request; and (3) submitting the application for funds. Although obtaining funding for programs and research is a highly competitive undertaking, women can be as successful as men.

A. Where the Money Is

Most people think of private foundations as the main source of philanthropic funds but federal and state governments also provide funding for many kinds of programs and projects for women.

But before you approach either a foundation or a government agency, you must have a clear idea of the kind of project or program you wish to have funded. These groups' basic concern is with your idea. Why do you want this money and what are the expected benefits of the project, both short and long range? Furthermore, thinking out your idea carefully will help you in picking the best funding sources to approach. No one foundation or agency gives money for every type of project. In particular, you should distinguish between requesting program funding (to develop a new service or to continue an established service) and requesting research and development funding (to study a problem, its causes, and how it might be solved).

In the next section we will give a brief overview of the kinds of private and public sources of funds. Specific information about foundations and agencies is given in Sections IV and V.

1. Private Foundations

Although there are some 20,000 tax-exempt foundations in the United States, most of these have fairly limited assets. About 1,000 foundations hold 90 percent of all foundation assets and about 100 major foundations hold 70 percent of all foundation assets. Foundations can be classified into different categories dependent on their size or the nature of their program.

a. National Foundations. These are the major foundations mentioned above whose assets range from $100 million to $1 billion and which account for about 70 percent of the total of philanthropic foundation giving. These foundations serve interests across the country. They usually have a professional staff of individuals well-informed in their field who will review proposals and make recommendations about whether or not a given proposal should be funded. Because requests to these foundations often outnumber the grants given by 10 to 1 or more, competition is keen. The quality of the proposal and the qualifications of the individuals to be involved in the project are especially important. Examples of national foundations are: Carnegie, Ford, Kellogg, and Sloan. Most research funding comes from national foundations.

b. Family Foundations. These are the most numerous types of foundations (about 15,000). They are frequently small in size, have a limited or no professional staff, and are under the control of the donor or the family which established it. These family foundations provide 20 percent of the total amount of philanthropic giving. Because they often

focus on local (city, state, or regional) giving, they are a good potential source of funds for programs which will have a heavy input in a given area. The Rockefeller Family Fund is one example of a family foundation.

c. Community Trusts. These are clusters of small bequests lumped into a single city foundation. Their giving is limited to that area. Most community trusts try to be closely attuned to the prevailing needs in a city. Although a few of these trusts are quite large, most are small. Their total giving is five percent of philanthropic funds. These trusts are a good source for small "grassroots" projects for local community groups. Examples of community trusts are: New York Community Trust and the San Francisco Foundation.

d. Corporate Foundations. Most corporate foundations make a large number of small grants ($1,000 to $5,000) to organizations and agencies in communities where their plants or offices are located or to provide scholarships for employee children. A few, however, such as Exxon, are the size of national foundations. Corporate foundations provide five percent of the total philanthropic giving. Corporate foundations and other corporate giving may also support programs like the United Way which can disperse them to community groups.

Family, community, and corporate foundations are especially good sources for program funding.

2. Government Funding

The federal government, state government, and city (local) government are all potential sources of funds for programs related to women's educational equity. The federal government is a source of both program and research funds. State and local governments tend to be better

sources for program funds than for research support. Government funding, also called public money, provides things called by such names as training grants, staffing grants, research grants, project grants, demonstration grants, matching grants, construction grants, categorical grants, capitation grants, and block grants. These terms are explained in the glossary.

a. Federal Government. The best source of information about funding resources within the Federal Government is the Catalog of Federal Domestic Assistance. This is prepared annually by the Office of Management and Budget and sold through the Government Printing Office, Washington, D.C. 20402. The cost of the most recent edition was $7.50. In March 1978, the OE Guide to Federal Education Programs, will be available from the U.S. Office of Education, American Education Magazine, Washington, D.C. 20202.

A number of important sources of funding of programs for and research about women can be found within the Department of Health, Education, and Welfare (HEW). Perhaps the best known of these is the Women's Educational Equity Act Program within the Office of Education. (A description of this program is given in Section V.) Other Education Division programs of interest to women include those of the National Institute of Education, the Fund for the Improvement of Postsecondary Education, the National Center for Education Statistics, and the U.S. Office of Education. A publication, Focus on Women, describes some recent programs for women which have been funded by these agencies. Other HEW agencies have relevant programs in aging, child development, human development, and mental health.

In addition, programs for women can be found in the National Science Foundation, the National Endowment for the Humanities, National

Endowment for the Arts, and the Department of Labor as well as other parts of the government. The major federal sources for funding for projects of special interest to women are described in Section V. However, this list is not exhaustive. Your program or project may be more suitable for some agency not discussed in this publication. Therefore, you should investigate a variety of other funding possibilities as well as the sources mentioned in this publication.

b. Kinds of Federal Funding. The Federal Government makes its funds available to institutions and individuals in three basic ways:

(1) Contracts Announcements - when a federal agency wants to award a contract for a particular piece of work such as program evaluation, collection of data, or other research and development work, it issues a "Request for Proposal" (RFP), by placing announcements in the Commerce Business Daily of the U.S. Department of Commerce. This is published by the Government Printing Office in Washington. Those who wish to submit for the proposal can write for the RFP which specifies in considerable detail the work to be accomplished, the required qualifications of the bidder, the time limits for the work, and the deadline for submitting the proposal. In many cases the RFP will also list the criteria by which the proposal will be competitively judged, with the weighting of each factor.

(2) Program Announcements - are public statements about programs for which grant applications for funds are solicited, as in the case of the National Institute of Education, the Fund for the Improvement of Postsecondary Education, and programs of the U.S. Office of Education. Grant programs are described in the Federal Register, published by the National Archives, General

Services Administration, Washington, D.C. Grant announcements usually include information about the areas in which funding will be given, eligibility criteria, instructions about the preparation and submission of the grant proposal, and the grant evaluation criteria.

(3) Unsolicited Proposals - will be entertained by some agencies, such as United States Office of Education, National Institute of Education, and National Science Foundation, for research or development which promises to solve a pressing educational need.

c. State and Local Funding. Because the rules and regulations differ from one state or city to another, it is not possible to make many general statements about these sources.

Some money is available from states through programs like revenue sharing. This is money which comes to states from the federal government on a formula basis. You should contact your state department of education or other areas of your state government to learn more about these funds. A free booklet called, Getting Involved - Your Guide to General Revenue Sharing is available from the Office of Revenue Sharing, 2401 E Street, N.W., Washington, D.C. 20226.

Some states have publications which can help you learn more about how to obtain funding. For example, the New York State Department of Municipal Affairs publishes a booklet called, "State Aid to Local Government." This tells which municipal departments have funds for subcontracting to nonprofit agencies.

Alexis Herman, Director of the Women's Bureau of the Department of Labor, has suggested that women's groups submit proposals to the Comprehensive Employment and Training Act (CETA) prime sponsors. CETA is a program to provide skill training and upgrading for the unemployed and the low income worker. Herman was quoted as saying that this program is "an excellent opportunity for women and women's groups to present innovative ideas about skill training improvement for women." A publication, A Guide to Seeking Funds from CETA is available from the Women's Bureau, U.S. Department of Labor, Washington, D.C. 20210.

State and local government agencies may also prepare requests for proposals from time to time. If you are interested, you should contact these agencies directly. Call the state or city department of education and ask to talk with the Funding Office. Education Daily has begun publishing, as a service to school districts and other educational groups and agencies, announcements of these group's requests for proposals for education-related research.

3. Other Sources

One source of program funding that is often overlooked is the United Way which operates in many communities. Organizations which provide a service can become a part of this group and receive support for their activities. Contact your local United Way group for more information. Sometimes local United Way groups can help you obtain funding even if you are not a member of their organization. For example, the United Way of Central Maryland sponsors Project Urban Self-Help (PUSH) which is intended to assist "grass roots groups not eligible for full membership in the United Fund."

Businesses and corporations are also potential sources of funding for aiding small local programs, such as the operation of child care centers, counseling centers, etc. Businesses may also be able to donate useful materials for your programs.

Don't hesitate to contact volunteer agencies or volunteer coordinating bureaus in your community. They may be able to provide you with volunteer workers who can help operate your program. Look for other organizations who might work with your group to provide a larger, more comprehensive and more fundable program.

If you are trying to obtain support for an ongoing program, explore "fee for service" arrangements with your city, county or state government. If they agree that the service you are providing is very much needed, they may decide to buy your service through their appropriations.

B. Who Can Get Funds

One very basic and important first step is to find out if you or your organization is eligible to receive funds from a foundation or federal agency. Some foundations and agencies will give funds to organizations, only, not to individuals. In addition, many foundations and agencies will give funds only to nonprofit corporations eligible to receive charitable gifts. The Users Guide to Funding Sources contains information on getting tax-exempt status to make you eligible for such funding. It is important for you to find out if your organization is a legal entity which can receive funds before you begin making grant applications.

If you or your organization are interested in applying for funds but are not eligible, you may find it useful to work with other groups who are eligible. For example, you could approach your local school board with

your idea and see if they would submit the grant application.

C. Sources of Information about Funding

A widely known reference book about foundations is The Foundation Directory. It contains brief entries describing foundations and their areas of interest. The appendix contains two useful articles, "What Makes a Good Proposal" and "What will Foundations Look for When You Submit a Grant Proposal?". This directory may be ordered from the Foundation Center, 888 Seventh Avenue, New York, New York 10019. It may also be found in many libraries and in the offices of some of the larger organizations and agencies which solicit funds from foundation sources. The Foundation Center also has branch repositories around the country which can provide information about funding. A list of these repositories is given in Appendix A.

Another book, called Foundation Profiles, published by Taft Products, 1000 Vermont Avenue, N.W., Washington, D.C. 20005, gives an in-depth report on 228 of the richest foundations.

Two other useful publications are the Annual Register of Grant Support, published by Marquis Academic Media, 200 East Ohio Street, Chicago, Illinois 60611 and the User's Guide to Funding Resources, published by Chilton Books, Radnor, Pennsylvania.

The Annual Register of Grant Support includes a helpful introduction to the grant-making process. One section of this volume is devoted to programs of support for women and includes information about fellowships, prizes, and similar grants-in-aid. The Users Guide to Funding Resources in addition to its helpful section on getting a tax-exemption also contains a guide to program planning and proposal writing. A separate

section covers funding for women's concerns, with information about both national and regional sources.

The Ford Foundation is scheduled to publish (in February 1978) a report on Funding for Women's Programs. This publication will include: (1) a Survey of Federal Government Grants and Contracts Focusing on Women's Rights and Opportunities 1971-1976; (2) a Review of Grant-Making for Women's Issues in the 1970's: Past Patterns and Future Priorities; and (3) a Survey of International Funding for the Advancement of Women.

The best single source of information about the national foundations is their annual reports. Copies of these reports are free from the foundation on request.

A list of state foundation directories can be found in the October-December 1977 issue of the Grantsmanship Center News. This is available from the Center, 1015 West Olympic Boulevard, Los Angeles, California 90015.

There are a number of private organizations which will help you learn about how and where to secure foundation grants. However, these can be expensive and may not tell you much more than you could learn on your own by careful study of the references listed above and the foundation's annual report.

The Women's Educational Equity Act Program (WEEAP) has recently awarded a contract for 20 free workshops on how to develop and obtain funding for programs of concern to women. For information about these workshops write to Lisa K. Hunter, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103. Materials from these workshops will be made available to individuals and organizations through the Government Printing Office by the fall of 1978.

As mentioned earlier, the Catalog of Federal Domestic Assistance is the best source of information about Federal Government funding. In addition, the Federal Register announces government programs and grants competition and their rules and regulations while Commerce Business Daily has announcements of requests for proposals from the federal government. Most federal agencies also have a program announcement. If you are interested in the programs of a specific agency you should write the agency and ask to be placed on their mailing list for such announcements.

A few publications also describe funding of programs especially for women are available from women's organizations and/or from the women's special interest groups and caucuses of professional organizations. Examples of these are: Getting Your Share: An Introduction to Fundraising available for $2.00 from the Women's Action Alliance, 370 Lexington Avenue, New York, N.Y. 10017 and the Funding Supplement of the American Psychological Association's Division 35 (Psychology of Women) Newsletter, available from Virginia O'Leary, Oakland University, Rochester, Minnesota 48063.

The Women's Action Alliance also provides technical assistance to women seeking funds. They read proposals and make suggestions; aid grant seekers in locating the appropriate file on funding sources. They also publish information about funding in the Women's Agenda.

The Women's Bureau has a collection of materials called a "Funding Kit." The kit is available from the Bureau, U.S Department of Labor, Washington, D.C. 20210. Single copies are free.

A list of other books, reprints, and other publications which may help you find out about sources of funding and about proposal development is given in Appendix B.

D. Special Opportunities for Minority Women

Although minority women often feel that they face the "double-bind" of both sex and race stereotyping, when it comes to seeking sources of funding they can obtain support both from foundations and agencies which have special programs for minorities as well as from those foundations and agencies mentioned in this publication which have an interest in funding programs for women.

Among the foundations which have recently supported projects and programs for minority women are: Carnegie Corporation of New York, Ford Foundation, William and Flora Hewlett Foundation, Rockefeller Family Fund, Rockefeller Foundation, San Francisco Foundation, and Florence and John Schumann Foundation.

A source book about foundations which have funded Native American programs, the Directory of American Indian Private Funding Sources, is available from the American Indian Higher Education Consortium, 1626 High Street, Denver, Colorado 80218. Current funding information about Native American affairs is available from the Exchange, Phelps-Stokes Fund, 1832 Corcoran Street, N.W., Washington, D.C. 20006.

The March 1974 issue of Black Enterprise contains an article on "Corporate Support for Black Causes."

Section III

HOW TO WRITE A GOOD FUNDING REQUEST

Funding requests will, of course, differ depending on their nature and on the foundation or agency to which they are being submitted. The basic advice given here is intended to be relevant in a wide range of situations.

Writing a grant application or proposal can be a rewarding exercise. It forces the author to think through exactly what the project purpose is,

the contribution the project can make, the people to be involved, and to estimate time and costs to achieve the end point. The resulting document, if well composed, can be a creative contribution to problem-solving in meeting women's needs.

A. The Well Planned Request

The first step in writing a good funding request is planning what you are going to do. Why are you going to write the request? What is it you want to do? No foundation or government agency gives money for everything. Once you have an idea for what you would like to do clearly in mind, it is time for you to do your research to identify potential funding sources. Do not write a funding request first and then try to identify a foundation or agency where you can submit it. Because each funding source differs in what it will support and in its requirements for proposal content, you will almost certainly have to rewrite any grant application or proposal to make it fit the requirements of the source you finally select. You can save time writing and rewriting if you do not write more than a rough outline or short precis before you identify the best funding source for your project or program.

Relevance, the amount of money requested, and timing are all important in planning funding requests.

The receiving federal agency or foundation must have indicated, by past giving, that it is interested in this area. This requires a very careful analysis as to whether there is a "fit" between your project or program and the agency's interests. For example, a study of the health of preschool children is not likely to be supported by the Fund for the Improvement of Postsecondary Education.

A request for $100,000 should not be sent to a foundation with total annual budget of a quarter of a million dollars. Most foundations (and many federal agencies) have ongoing commitments of 70-80 percent of their funds, and even the ways in which the remaining 20-30 percent is spent is limited in one way or another.

Drafts of funding requests go through a number of stages -- preliminary outline, review, revision, final draft, and final submission. This takes time, and involves the input of a number of people who will be working on the project if a grant is approved. Also the time lag (with both foundations and federal agencies) from date of submission to approval or rejection can be from three months to a year, and this should be considered in presenting the project timetable.

Prepare a list of potential funding sources for your project or program. Then investigate these sources carefully. Be sure that they have made or have announced that they plan to make grants for the kinds of activity you wish to have funded. Get copies of the foundation annual report and/or the agencies grant announcements. Check their requirements and deadlines carefully. If possible, request a preapplication interview with one or two of the most likely sources after you have sent them your outline. It is important, before you begin to write your application, that you review the materials which you have received from the agency or foundation. Follow their preparation instructions carefully. You do not want to be turned down for funds because your material was presented in the wrong format, because you did not submit the required number of copies, or because you missed the deadline for submission.

Your outline should cover:

(1) what you plan to do;

(2) why this needs to be done;

(3) the steps involved in implementing your plan;

(4) who will be involved in implementing the plan;

(5) when and where this work will be done;

(6) the cost of doing the work;

(7) the anticipated outcomes; and

(8) the method of evaluation.

Foundations - It is becoming increasingly the practice of most foundations to request that the initial contact be a short letter (no more than two or three pages) outlining the nature of the proposed project, its possible impact and outcomes, and an approximate figure as to the cost. Essentially this is a capsule or digest of the full proposal. This letter can begin as follows:

> "I am writing to raise with the Foundation the possible interest in a special project which we have been developing over the last ___ months. Briefly it is this. ----------."
> The letter then gives the essentials, and concludes with "I would be happy to send you a longer description of the project if you feel it falls within the current funding patterns of the Foundation, and I would be pleased to come to your office for discussion at a time convenient for you."

The contents of such a letter are basically the same as the one-page abstract or summary which would precede the complete proposal. A reading of this letter gives the foundation executive an overview of what the

project is all about, and the basis for making a decision as to whether or not to encourage further discussion.

If the decision is positive, the foundation reply is usually an invitation to send the full proposal or to come to the foundation office, or both. In any event, the letter has secured a "reading" as to whether the proposal is or is not relevant to their funding interests.

A discussion with foundation officers is usually an instructive experience, with penetrating questions raised about the contribution the project can actually make to a problem, the time required, the staff to be assigned, and the cost of the undertaking. If the meeting goes well, and encouragement is given, a final proposal (incorporating the points raised by the foundation) is drafted and submitted. There is no assurance at this point, and no commitment made by the foundation officer, that the project will actually be funded.

Federal Agencies - Some federal agencies have a preapplication procedure which allows you to find out something about their interest in your ideas before you develop a complete grant application. In many cases, however, this advance discussion with an agency is not possible. For example, in responding to a request for proposal (RFP), it is not usually possible to use this approach. You must read the RFP carefully to determine exactly what the funding agency wants done and how they wish to have it done. Sometimes agencies hold "offerors" or "bidders" conferences where you and others interested in responding to the RFP can ask questions about it. Most agencies will not discuss the content of an RFP individually with potential respondents; this is to ensure that all respondents have equal opportunity to have exactly the same information about the work to be done.

The following checklist will help you in planning your funding request:

_____ Make list of potential funding sources.

_____ Obtain copies of agency or foundation guidelines, regulations, grant announcement, annual report, etc.

_____ Obtain list of recent grants and awards for each source.

_____ Read materials carefully to determine if you will be eligible for funding from this source.

_____ Find out about agency or foundation deadlines and application requirements.

_____ Get any application forms required for submission with the proposal.

_____ Prepare outline or summary of your project or program.

_____ Mail outline to the most probable funding source.

_____ Phone the agency or foundation for a preapplication appointment to discuss your idea.

B. The Well Written Request

A very obvious dictum for the well written funding request is "write as though you were in the shoes of the person who will receive it."

Too many well meaning grant applications and proposals simply state what the project is all about, how it will be conducted, and how much it will cost. These are certainly the basic elements, but of equal interest to foundation and federal officials, who have numerous other projects to which to give money, are such points as:

(1) What is unique about the project or program?

(2) How does it fit in with other research done in the same area by others (review of the literature)?

(3) What else has the organization or individual submitting the request done in this area (track record)?

(4) What are the competencies of the staff who will do the work?

(5) Whom will you draw into the study (advisory committees, consultants)?

(6) How will the grantor (agency or foundation) be kept informed of your progress as you go along -- interim reporting (changes in direction, changes in staff, etc.)?

(7) What plans are there for spreading the ideas or findings to others on conclusion of the project (publication, conference, program operation, etc.)? What basically are the expected outcomes?

Before you begin writing, look at the agency or foundation materials carefully. Often an outline or suggested order of presentation is given. If so, adhere to this outline. Otherwise the individuals reviewing your application may miss important facts and information because they are not presented where they expected to find them. Look carefully at the evaluation criteria which may be given. If an agency places 60 percent of the evaluation weight on the discussion of the methods used to implement the project and only 20 percent of the evaluation weight on the significance of the project, you will need to go into much more detail about method than significance. A grant application to this agency that talks about project significance for 10 pages and project implementation methodology for only one page will probably have a low chance of being funded.

What are some requirements and criteria which federal agencies have used?

Women's Educational Equity Act

The Women's Educational Equity Act Program published its rules and regulations for the award of grants and contracts (Federal Register, June 28, 1977) and stated that grant applications must include information about:

(1) Nature and purpose -

including information to indicate that the proposed project holds the promise of making a contribution toward attaining educational equity for women;

(2) Applicant qualifications -

including the staffing pattern and experience in the area of women's educational equity as well as in the area of programmatic focus; the name of the project director and a listing of the proposed staff and their education, training, awards, publications, and experience; the extent to which the staff will be representative of the target population; job descriptions and required qualifications as well as methods of hiring and recruiting; commitment in kind or direct financial contributions; available facilities and other resources for the project.

(3) Need and impact -

including the need to be addressed by the project, with relevant documentation; the nature of the program or project; the target population; how the project will contribute to the development of model programs in the area of women's educational equity; procedures and plans for validation and strategies for dissemination;

(4) Plan of operation -

including a statement of project objectives; a project evaluation design; a statement of management describing the project's decision-making process, rationale, and management plan; a plan for cooperative development of the project with representatives of groups in the field and in educational equity for women; a budget;

(5) Relationship to other activities -

These same rules and regulations also included the following proposal evaluation criteria:

Applicant qualifications	65 points
Need and impact	65 points
Plan of operation	70 points
Geographical distribution of awards	20 points

The maximum number of points that would be awarded is 220.

It is important to note here that this program, like most federal programs, has undergone changes since the original rules and regulations were published. It is crucial that you obtain the current, up-to-date information from any agency or foundation before you begin writing. Do not assume that these rules and criteria or those that follow are still in effect. They are examples only.

Office of Education

In a 1977 Office of Education request for proposals to study the extent of sex discrimination and sex stereotyping in vocational education programs, the respondents were given the following outline:

(1) Table of Contents

(2) Introduction

(3) General Approach -

including the respondent's overall plan to meet the objectives, the respondent's evaluation philosophy, and the respondent's approach and capabilities.

(4) Statement of Work -

including how each task is to be done with a discussion of anticipated problems and suggested solutions.

(5) Management/Staffing/Scheduling

(6) Related Corporate Experience

(7) Cost Proposal

The evaluation criteria were:

(1) Soundness and imaginativeness of the analytical approach.....35 percent

(2) Technical and managerial qualifications of the director.....15 percent

(3) Commitments of personnel with demonstrated competencies and experience.....20 percent

(4) Plan for managing and coordinating the phases, tasks, and products.....20 percent

(5) Demonstrated and corroborated corporate performance record in conducting related studies....10 percent

National Institute of Education

A 1977 grants announcement from the National Institute of Education requesting proposals for research on women and mathematics specified that all include:

(1) A 200-500 word abstract of the proposed study;

(2) A 20-40 page, double-spaced, typewritten proposal covering:

(a) A statement describing the problem and its significance;

(b) Relevant research;

(c) Objectives;

(d) Procedure including design, sampling, analysis and instrumentation.

(3) An outline of plans for dissemination of the research findings.

(4) A description of the facilities available to the researcher.

(5) Resumes of the principal investigator and staff.

(6) The cost proposal.

The evaluation criteria for these proposals were:

(1) The significance of the proposed research for American education.....25 percent

(2) The quality of the proposed research project....40 percent

(3) The quality of the dissemination plan.....5 percent

(4) The qualifications of the principal investigator and other staff.....10 percent

(5) Adequacy of facilities.....5 percent

(6) Reasonableness of budget.....10 percent

(7) Soundness of the management plan and time schedule.....5 percent

Outline of a Funding Request. Given the advice and information above, a well written application could follow the following format in presenting the main points, when no other format is suggested:

1. Title - brief and descriptive, a sub-title can be used to elaborate.

2. Summary - a one-page abstract of the project or program.

3. Background - how the idea was developed, review of literature in the field, what is unique about the project or program (what it will contribute to the larger problem of which it is a part).

4. The Project - a description of the work to be done, how it relates to previous work done, the competency (staff, advisory committees) to execute it, and the timetable for such execution.

5. The Budget - a close estimate of the personnel, advisory committee, computer, travel, telephone, and general administrative costs involved, by years if more than one year is anticipated. Explanatory footnotes can explain extraordinary items.

6. Conclusion - why the probable outcome is worth the effort and costs involved, a description of what will be done at the end of the project to share the findings, mention of reporting to the grantor during and at conclusion of project, and formal request for $_____ to conduct the project.

If possible, have your application reviewed by others before you submit it to the foundation or agency.

The following checklist will help you in writing your funding request:

_____ Read the grants announcement, RFP, or foundation materials carefully.

_____ Prepare an outline for the text of the application -- building on any outline given.

_____ Review the criteria by which the application will be evaluated and expand or modify your outline, if needed, to give emphasis to the areas which the reviewers will be considering as most important.

_____ Write the first draft and prepare the budget.

_____ Complete all necessary application forms.

_____ Have the draft reviewed by others who will be working on the project and/or by individuals who have been successful in obtaining funding for similar projects.

_____ Revise the draft.

_____ Review and revise again for grammar and coverage of all important points in the outline.

_____ Have the application typed in final form.

An excellent and more detailed proposal checklist is given in Getting Your Share: An Introduction to Fundraising, published by the Women's Action Alliance.

Budget Development

In preparing the budget for your proposal, you need to determine what will be done and by whom. Next you need to look at the period of time involved. Most budgets are prepared either for the total length of the proposed project or by the year. Sometimes, for a project which will last for several years, both kinds of information are required. Often foundations or government agencies will ask to have the project budget presented in relation to the fiscal year used by the funding source.

If you are seeking funding for an existing organization or for an ongoing activity, you should indicate your current budget showing both income and expenditures. The foundation or agency will probably wish to know the source(s) of your current income and to have information about promises of funding which you have from other sources. They may also ask how you expect to continue operating after your grant from them has ended.

The budget questions below will help you think through some of the costs that may be involved in your proposed project.

Questions for Budget Development

Personnel

Who will be doing the work?

Will they be salaried or volunteers?

Is support staff necessary?
- Secretary
- Clerical assistance
- Receptionist
- Cleaning and maintenance
- Other _____

Have you included the cost of any taxes which you must pay for employees?

Will you pay for any fringe benefits?

How many hours or for how long will each employee work?

Will you be involving consultants, an advisory board, workshop leaders, speakers, reviewers, or other individuals who should receive an honorarium, fee, or other financial support?

If the project will last for more than one year, have you provided for raises?

Facilities and Equipment

Where will your project be carried out?

Do you need to rent or purchase working space?

Is heat and electricity provided or must you pay for them?

What equipment will be needed?
- Paper and pencils
- Photocopying
- Typewriters
- Telephones
- Desks and chairs
- Other _____

If the project will last for more than one year, have you provided for the possibility of raises in rent and/or for increasing costs of other items?

Other Costs

Will there be travel and/or subsistence costs for your staff or clients?

What printing and mailing expenses will be involved?
- Mailings announcing your service
- Reports to foundation or agency
- Workbooks, training materials, or other project products
- Other _____

Will you be developing or using audiovisual materials? If so, what are the costs and equipment involved?

Will you need to obtain computer services?

Will you need to purchase books, cassettes or films?

Advice from the Successful

The U.S. Office of Education recently asked a number of people who have consistently prepared successful grant applications and proposals what they would tell a novice if asked for advice. Here are their comments:

- "Make certain that there is an obvious thread of logic running throughout the proposal. It is that thread that ties all elements together and tells the reviewer that you know what you are about, that you have the intelligence and resources to do what you proposed to do, and that you have a step-by-step procedure already planned that you can implement if you are awarded a grant."

- "Before sitting down to write the proposal, the writer should carefully read all instructions for preparing the narrative and internalize an understanding of the relationship that exists among all the sections. A narrative written section by section, without regard for this inherent relationship, weakens the proposal and forces the reviewer to 'guess' at how it hangs together. Guessing is not the reviewer's task."

- "I cannot emphasize too strongly the importance of stating your goals, objectives, and plan of action clearly and in an orderly fashion. All parts of the proposal must work into a single plan. For instance, if a statement of needs is called for, it should be written so that a statement of objectives will flow naturally from it. It should be evident to the reader that the accomplishment of those objectives will satisfy the needs. The statement of objectives then becomes the basis for writing a section on results or benefits expected and a section on approach (the 'how I will do it' section)."

- "Stay away from high sounding terminology designed to impress Washington officials. They've heard it all before. Stay away from phrases and words that have meaning only in your own institution or locality."

C. Effective Follow-Through

Writing the funding request is, however, only part of the task. You need to be concerned, also, with the submission process, with financial negotiation if you get the award, and with obtaining information about why you were not funded if you do not receive support.

As indicated earlier, the submission process is important. Most government agencies and many foundations provide directions about when and how grant applications and proposals are to be submitted. Failure to follow these directions carefully can mean the rejection of an excellent project idea. You should read the application materials carefully to see: (1) when the submission deadline is; (2) the number of copies that must be submitted; (3) if review by or submission to state or local government agencies is required; (4) if clearances regarding human subjects or government compliance forms are required; and (5) where and how the application should be delivered. Be sure to allow enough time, if the application is to be mailed, for it to reach the agency or foundation before the deadline. In situations where timing is tight, express parcel delivery services or other kinds of special mail services may be needed.

Foundations - When a funding request has been submitted to a foundation, there follows a period of months in which the foundation considers it, in some cases sending it out for comment to reviewers knowledgeable in the field. More questions may be raised, requiring supplemental information.

If the officers decide to recommend the project to their board of directors, there is reasonable assurance that it will be approved. A formal grant letter is then sent, usually specifying when the foundation would like financial and project reports, when payments will be made, and the terms of any public announcement.

As indicated previously, the time for negotiating a foundation grant may vary from two or three months to a year or longer.

Federal Agencies - Negotiating a grant or contract with a federal agency is a more formal, more procedural activity. This is primarily because the disposition of public funds is a matter of greater scrutiny, and the competitive process must be more clear-cut, so that accountability for decisions made can be rendered by the agency.

Responses to an RFP, a program announcement, or an unsolicited proposal usually all follow the same steps in negotiation, once the agency has completed its review. (Most agencies use outside reviewers.) With large projects, site visits may be required prior to funding.

1. The federal agency grants or contract officer notifies the submitter that the application has been selected for further consideration. Clarification and amplification of technical and/or cost aspects of the application are usually requested at that time, and the due date for answers is also set.

2. Written answers to the agency questions are prepared and delivered to the federal grants or contract officer.

3. Either by telephone or a meeting in Washington the agency and the submitter resolve the questions which have been raised.

4. The federal agency may request a formal "best and final offer" to be delivered by a specified time. This may be a determining factor in competitive bidding for contracts and should receive serious attention.

5. If the bid is successful, the agency notifies the applicant, and prepares a contract for signature, specifying terms and conditions.

Decisions by federal agencies are usually made within a much shorter time span than foundations, frequently no more than six weeks or two months from time of submission. Some agencies, however, may require several months for review.

If the project is turned down, a "debriefing" -- either written or in-person -- may be requested to learn why you were not successful. Some typical reasons are: (1) price; (2) lack of appropriateness; and (3) staff inadequacy. Debriefings are an important opportunity for you to learn how to improve your funding requests.

If an application is turned down, it may be possible to resubmit it to the same foundation or agency at a later time, revising it to meet the criticisms of the debriefing. If a foundation cannot fund your request, they often are able to refer you to other funding sources.

When you get your funding, remember that the agency or foundation is interested in your progress. You will probably be asked to submit some type of formal report but don't forget the informal kinds of contacts, too. Send the foundation executive or agency project officer newspaper clippings and announcements about your project. Invite her/him to any conferences you may sponsor or to other activities related to the project. As foundation and agency staff get better acquainted with you and your project, they can become increasingly helpful to you in finding future funding. Don't forget, in your publications or public presentations, to give your funding source credit for their help.

Section IV

DESCRIPTIONS OF SELECTED FOUNDATIONS

Mary Reynolds Babcock Foundation
102 Reynolda Village
Winston-Salem, North Carolina 27106
(919) 724-0519

The Babcock Foundation is a general purpose foundation which primarily funds within the broad area of early and higher education. Grants are usually for programs, research and general support. The majority of grants awarded are within the North Carolina area, although there is some funding on regional and national levels.

Recent grants have ranged from $10,000 to $25,000.

To apply for funding, a proposal should be sent to William L. Bondurant, Executive Director. Also necessary is a grant application information form, which can be obtained from the Foundation. William Bondurant will screen proposals for relevance, with final funding decisions being made by the board. Proposals should be submitted by January 1, April 1, and September 1, to be considered for funding.

Examples of Grants:

Business and Professional Women's Foundation, Washington, DC: Support of Career Advancement Scholarship Program.

Rutgers University, New Brunswick, NJ: Support of Eagleton Grants Program at the Center for the American Woman and Politics, thereby providing funds for two women to be chosen from the South to participate in the program.

Bush Foundation
W-962 First National Bank Building
St. Paul, Minnesota 55101
(612) 227-0891

The Bush Foundation provides funds for programs, capital, construction, matching, scholarships and fellowships. Grants usually are given within Minnesota, North Dakota, South Dakota, and Chicago, Illinois. The primarily subject areas funded are education, humanities, social services and welfare, medicine and leadership development.

Recent grants ranged from $7,500 to $2 million. Some grants are provided for more than one year.

A letter requesting a copy of the grant making policies and procedures as well as the list of application requirements should be sent to Humphrey Doermann. The board of directors meets four times a year to make funding decisions.

Examples of Grants:

Information not available.

Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022
(212) 753-3100

Carnegie is an education foundation providing program and research grants.

Carnegie's areas of interest include Higher Education, Elementary and Secondary Education, Early Childhood Education and Development and Public Affairs. At this time, primary interest in women is related to the field of Higher Education. An ongoing interest in minority programs cuts across all areas. Far more proposals are received each year than can be funded, resulting in priority to model programs and those providing new information or skills to serve widespread needs. Support is not provided for women's studies programs at individual institutions or for women's centers to provide services to women.

Annual grants range from a few thousand to a half million dollars, totaling over $10,000,000. An initial letter of one or two pages should be sent to determine whether a proposal falls within the scope of Carnegie interests. The project should be described in terms of purpose, objectives, methods, personnel involved and the amount of funding required. A full proposal will be required before a grant is made.

Proposals should be submitted early in the Carnegie fiscal year which begins October 1, and ends September 30. Grants of $15,000 or less may be approved at any time during the year by foundation officers. Larger grants are considered by the trustees at meetings in October, December, February, April and June.

Examples of Grants:

Feminist Press Inc., for development of high school curricular materials on changing roles of women.

San Diego State University of Education for training program for ethnic minority and women school administrators.

The Cleveland Foundation
700 National City Bank Building
Cleveland, Ohio 44114
(216) 861-3810

The Cleveland Foundation is a public charity which provides grants to nonprofit organizations in the Cleveland metropolitan area. Since it is a community foundation, organizations outside that geographical area are not eligible for funding with the exception of those which are specifically designated by the donors of charitable trusts to the Foundation. The Foundation in 1976 made grants of approximately $10,300,000, a substantial number of which were initiated by Foundation staff. Grants typically are made for specifically programmatic purposes, including some applied research and matching grants. The Foundation's major areas of program interest currently include

- Education
- Civic Affairs
- Health
- Social Services

Before submitting a complete funding proposal, it is suggested that a prospective grantee contact the Director, Homer C. Wadsworth, to explore the likelihood of Foundation interest. Initial contact may be made by either letter or telephone.

Examples of Grants:

Kent State University Foundation for initial funding of Project Dove, a program for women entering and reentering university life.

Jewish Vocational Services - Employment, for initial funding for development program for midcareer women (three-year grant).

Exxon Education Foundation
111 West 49th Street
New York, New York 10020
(212) 398-2273

The Exxon Education Foundation is a corporate foundation producing program and research grants to aid higher education. Special attention is given to educational effectiveness and efficiency encouraging innovation, research and development. Most grants range from $10,000 to $30,000 with a small number up to $100,000. Classes of grants are as follows:

- Engineering and Science - to public and private universities.

- Incentive - Exxon employee and annuitant contributions to degree-granting colleges and universities will be matched by the Foundation on a 3-for-1 basis; maximum employee or annuitant contribution that will be matched in any calendar year is $3,000.

- Educational Research and Development - drected toward experimental programs to improve use of personnel and facilities in colleges and universities. Projects should have widespread application; preliminary outlines of projects should be submitted to meet closing dates of March 1, June 1, September 1, and December 1.

- Economics and Financing of Higher Education - underwrites both research and pilot projects designed to develop an understanding of the full economic, social, and political consequences of proposed methods of financing higher education. There are no specific closing dates for applications; each proposal will be reviewed as it is received.

- Improved Access - provides scholarship funds to selected medical, law, and business schools to support women who have recently been employed in support positions within each of these fields and who now wish to earn the M.D., J.D., or M.B.A. degrees.

Initial applications should take the form of a short preliminary outline; if selected for further consideration, a detailed proposal will be requested.

Examples of Grants:

Business and Professional Women's Foundation - a revolving loan fund for women in graduate engineering programs.

Seton Hall University School of Law - for a video cassette law course on Women and the Law.

The Ford Foundation
320 East 43rd Street
New York, New York 10017
(212) 573-5000

The largest foundation, Ford, concentrates on matters of national concern often probing controversial areas. The Foundation is divided into several major divisions each operating within its own financial structure. While grants sometimes reach a few million dollars, they are predominantly under $200,000. Annual levels of giving are in the process of being reduced from about two hundred million to one hundred million dollars per year.

The Education and Research Division is interested in issues of sex discrimination, school finance, approaches to learning, innovative school programs, planning, and efficiency in management. Minority and urban education has received special attention.

The National Affairs Division has concentrated on pverty, racial issues and government services through training programs. Law enforcement, public housing and justice projects have also been funded.

Proposed projects should meet the following criteria:

- be of significant general concern
- represent a unique approach
- be widely applicable
- be completed or self-supporting in a short period

Letters briefly describing proposed projects and funding needs should be forwarded to the Secretary at the above address. Appointments to discuss proposed projects may be requested at the time of submission. Staff persons are available to assist in the development of more detailed work submissions if proposed projects fall within Foundation areas of interest. Joint proposals are sometimes suggested if work proposed is also being supported by other funding sources.

Examples of Grants:

Stanford University for support of the Center for Research on Women.

National Foundation for the Improvement of Education to develop resource center to counter sex bias in elementary and secondary education.

W.K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016
(616) 965-1221

The W.K. Kellogg Foundation provides grants for projects dealing with the solution of problems through application of existing knowledge, rather than grants for pure research or operating costs. The Foundation's prior grants fall into the general areas of health, education, and agriculture. Grant monies totaled $31 million in 1976, with individual grants varying between $1.5 million and about $300. Programs may be funded for one or several years.

In reviewing a proposal the Foundation considers:

- Programs which have the potential to be widely applied in other areas.
- The chances that a program can become self-supporting in the future.
- Whether or not there are other sources of support for the program.

A brief letter describing the proposed project should be sent to Edward Sickmiller, Secretary. This letter should include budgetary needs, period of funding being requested, schedule of operations, and other possible sources of funding. Initial acceptance or rejection of the proposal will then be made by the professional staff and the board of trustees. If given approval, the applicant will be asked to submit a detailed proposal and may also be asked to meet with the professional staff for discussion. A final decision will then be made.

Examples of Grants:

The Association of Junior Leagues, New York City, for a national volunteer career development program.

Catalyst, New York, to establish a national program to coordinate and expand programs of continuing education for women to achieve optimum utilization of America's trained woman power.

Lilly Endowment
2801 North Meridian Street
Indianapolis, Indiana 46208
(317) 924-5471

The Lilly Endowment, Inc., supports primarily programs and solicited research projects in the areas of education, community development, and religion. During 1976 the Lilly Endowment provided approximately $52 million in grants, individual amounts varying between $1 million and $1,000. Although the Endowment provides grants on a national basis, organizations in Indiana are preferred recipients.

A proposal should be addressed to Landrum Bolling, President, and should include:

1) the purpose of the project
2) organization and procedures
3) schedule of operation
4) a detailed budget
5) other possible funding sources
6) plan for evaluation
7) plans for documentation and distribution of results
8) names and qualifications of key personnel

Initial acceptance or rejection will be made on the basis of this proposal. If the Endowment gives initial acceptance the applicant will be contacted to meet with the professional staff. Final decisions about funding are made by the Board of Directors.

Inquiries should be addressed in writing to Lilly Endowment, Inc., 2891 North Meridian Street, Indianapolis, Indiana 46208.

Examples of Grants:

Saint Mary-of-the-Woods College for the expansion of a women's external degree program.

The University of Minnesota for a training project for service workers in girl-serving youth organizations.

John & Mary R. Markle Foundation
50 Rockefeller Plaza
New York, New York 10020
(212) 265-2795

The Markle Foundation is a special interest foundation whose current goal is to promote advancement in the field of mass media and communications technology. The Foundation concentrates its activities in three areas:

1) development of better service by the media to specialized groups.

2) improvement of professional performance in the communications industry.

3) expansion of research on the effects of mass communications.

Grants range from $1,000 up.

An informal letter outlining the proposed project should be sent to Lloyd N. Morrisett, President. The following information should be included in the initial inquiry: the purpose for which aid is sought, resources needed, personnel involved, and a description of methods to be used. The professional staff will then review the proposal to determine whether it falls within the scope of the foundation. If approved, the staff will request a detailed proposal including objectives, a schedule of operations, methods, and a budget. The board will review recommendations of the professional staff and make the final funding decision.

Examples of Grants:

Media Access Project for continued participation in FCC license renewal case and the undertaking of projects to promote equal employment opportunities for women and minorities within the broadcast industry.

California Council for the Humanities in Public Policy for audience research and advertising for KQED's experimental television series "Womantime."

New York Community Trust
415 Madison Avenue
New York, New York 10017
(212) 758-0100

The New York Community Trust funds projects within the New York City area unless a doner to the fund has specifically designated another area which the money must be provided to. Both established and new innovative organizations are funded.

The foundation's major fields of interest are: Arts and Culture, Education and Training, Health, Social Services and Welfare, Conservation and Environment, Government and Urban Affairs and Human Justice.

In 1976 the trust provided $14,710,000 in grants.

To apply, send a letter to Herbert West, Director, which includes the following:

- description of the problem
- a budget
- total amount of money requested
- manner of support after grant ends
- reasons why the Trust is the organization seen as appropriate to assist
- a financial statement of the applying organization
- background information about the applying organization

The Distribution Committee reviews all proposals and makes final decisions about funding at their bi-monthly meetings.

Examples of Grants:

Riverdale Neighborhood House, New York City, - to develop program of vocational and education legal counseling for women.

National Congress of Neighborhood Women, Brooklyn, - for a two-year college program which provides an Associate of Arts degree, remedial aid, leadership training and counseling for blue collar working class women.

Ellis L. Phillips Foundation
Suite 224
420 Jericho Turnpike
Jericho, New York 11753
(516) 433-4234

The Ellis L. Phillips Foundation is a broad purpose foundation. Currently the foundation is funding some projects which relate to the professional development of women. The types of support include programs, scholarships, fellowships, professorships, and endowments. Grants range between $1,000 and $50,000. They are made to tax exempt organizations, rather than to individuals. For additional information applicants should contact Ellis L. Phillips, Jr.

Examples of Grants:

The American University in Cairo, Egypt, to support the work of the Women in Management Program at the University.

Cazenovia College, Cazenovia, New York, for student financial aid, with particular emphasis given to the needs of young women from New York State.

The Rockefeller Foundation
1133 Avenue of Americas
New York, New York 10036
(212) 869-8500

The Rockefeller Foundation is a general purpose foundation which funds programs, fellowships, and research on both the national and international level. Currently the foundation focuses its program in seven areas:

- Arts, Humanities, and Contemporary Values
- International Relations
- Conquest of Hunger
- Education for Development
- Equal Opportunity
- Population and Health
- Quality of the Environment

In 1976 the foundation provided $44.3 million in appropriations. The largest part of this was to support grants and special fellowship programs. The special fellowship programs in effect in 1977 are:

- Fellowship Program in the Humanities
- Fellowship Program in Environmental Affairs
- Fellowship Program in International Relations
- Fellowship Program in Population Policy Research
- Fellowship Program in Finance and Management for Minority Educators
- Fellowship Program for Playwrights-in-Residence
- Fellowship Program in Agricultural Science
- Postdoctoral Research Fellowships in Reproductive Biology

No special application form is required. Applications should be addressed to the Secretary of the Foundation, Laurence D. Stifel, and should contain a brief description of the project, the qualifications of the person(s) sho will carry out the project, the responsibility of the sponsoring institution or agency, present sources of funds, and expected costs. Proposals are reviewed by the professional staff to determine feasibility of the project and the degree of match between the proposed project and the aims of the foundation. A descriptive booklet, The Rockefeller Foundation: Purpose and Program, is available and provides further information.

Example of Grant:

The National Center for Urban Ethnic Affairs, Washington, D.C., to establish an institute of education for working class women.

Helena Rubinstein Foundation
261 Madison Avenue
New York, New York 10016
(212) 986-0806

The Helena Rubinstein Foundation makes grants primarily for the welfare of women and children in the following areas: arts and humanities, education, health, and community services. Support is provided for various types of programs: new, innovative and established, as well as for scholarships and general operating expenses. Funding is international, but most U.S. grants are within the New York City metropolitan area. Grants are not made to individuals.

In 1976 the Foundation awarded $2,343,256 in grants in amounts of $1,000 to $175,000, depending upon the subject area and scope of the project.

Applications for funding should be sent to Diane Corbin, Executive Secretary, and should include background information about the organization, a brief description of the project, the proposed budget, a copy of the IRS tax exempt status letter, and the most recent audited financial statement. Grant proposals are considered by the Board of Directors which meets twice a year but applications are accepted and considered throughout the year.

Examples of Grants:

Bryn Mawr College, Bryn Mawr, PA. Science Incentive Awards for outstanding biology, chemistry or psychology majors.

Women's Action Alliance, NYC, NY. For National Women's Agenda, a program to effect positive change in priority women's issues.

San Francisco Foundation
425 California Street
San Francisco, California 94104
(415) 982-1210

The San Francisco Foundation is a community trust which provides funding for program needs, awards, and matching support, in the San Francisco area. Funds are excluded for general operating costs. Grants have been provided in the following subject areas: Welfare, health, education, environmental and civic problems and the arts and humanities. Of particular interest are minority and disadvantaged persons. New and innovative programs as well as established organizations have been the recipient of funds.

In 1976, grants totaling approximately $4,186,432 were given. Individual grants tend to be relatively small rather than long-range and large.

To apply for a grant you must complete a project information form and send the following information to Llewellyn A. White, Associate Director:

- IRS ruling stating tax exempt, non-private foundation status
- cover letter with the name of the contact person
- purpose of the project and amount of money requested
- a proposal (follow the guidelines of the San Francisco Foundation Annual Report)
- a letter stating support from the applicant's board of directors and a list of members of the board
- a financial statement for the previous year

Requests must be received before 5:00 pm on the 15th of the months of February, April, June, September or November. The Distribution Committee will review the proposal and make recommendations. The Trustees Committee will then make the final decision. Notification of approval or rejection is generally made within seven weeks of submission.

Examples of Grants:

University of California, Berkeley - Professional Development Program to encourage and assist minority and female high school students in planning and preparing for professional and academic careers in business, economics, engineering, and the sciences.

KWED Channel 9, San Francisco, CA. - For television programs addressing needs and concerns of Bay Area women.

Florence & John Schumann Foundation
33 Park Street
Montclair, New Jersey 07042
(201) 783-6660

The Schumann Foundation is a general purpose foundation which funds projects in Essex County, New Jersey. Grants are provided in three general categories: community development, education, and health. The types of funding available include: program, general support, capital, scholarship and matching.

In 1976, grants of $2,444,950 were given. The usual range is $5,000 to $20,000 per grant but larger grants are given. No grants are given to individuals.

To apply, send the following information to Harold S. Merrell, Executive Director,

- a description of the project
- a history of the applying organization and a statement of its' tax status
- how the project meets the aims of the applying organization
- a budget for the organization and the project
- other potential sources of monies
- names and qualifications of persons on the project

Applications may be submitted at any time.

Example of Grant:

State University of New York, Binghamton, New York. To support Special Affirmative Action Program for minority and women graduate students.

Alfred P. Sloan Foundation
630 Fifth Avenue
New York, New York 10020
(212) 582-0450

The Alfred P. Sloan Foundation provides funding primarily to institutions of higher education for research in and application of economics, basic science, technology, engineering and management science. The also fund: 1) projects which assess the impact of technology on society, 2) projects to increase the cost-effectiveness of higher education, and 3) attempts to increase minority enrollment in engineering education.

In 1976, $11,912,295 in grants was authorized. Individual grants ranged between $500,000 and $1,000.

To submit a request for funding, send a letter to Nils. Y. Wessell, President, which contains the following information:

- the problem to be dealt with
- procedures of the project
- names and qualifications of persons who will be involved
- budget and duration of funding

Proposals are subjected to thorough pre-screening which covers technical feasibility and relation of project to the foundation's scope of interest. Proposals which pass the pre-screening are then studied by a professional staff memeber. Final funding decisions are made by the board.

Examples of Grants:

Simmons College, Boston--for new faculty positions to establish a ten-week middle management program for women in the Graduate Program in Management.

Massachusetts Institute of Technology—for an analysis of a computer data to provide a profile of women scientists and engineers holding the doctoral degree.

Spencer Foundation
875 North Michigan Ave
Chicago, Illinois 60611
(312) 337-7000

The Spencer Foundation is a general purpose foundation in the field of education. The Foundation primarily funds research on an international basis. The particular interest is in the behavioral sciences.

In 1977, grants totaled $3,675,997. Grants are at times prorated to extend beyond one year.

To apply, a description of the project and its goals, a list of the personnel and a brief budget should be sent to Marion M. Faldet, Secretary. A complete budget should be sent upon request. The board, which meets in January, April, July and October, makes all final funding decisions.

Examples of Grants:

The Children's Hospital of Buffalo, Buffalo, New York. - For a study of the hormonal effects on gender identity differentiations.

Stanford University, Stanford, California. - For a longitudinal study of behavioral sex differences.

Westinghouse Educational Foundation
Ardmore Boulevard & Brinton Road
Pittsburgh, Pennsylvania 15221
(412) 256-5635

Westinghouse Educational Foundation generally provides monies to higher education programs in the area of engineering or related sciences. The Foundation funds innovative projects regardless of geographical location in the United States. In 1976, $974,064 were paid in grants. Individual grants range from $500 to $50,000.

Formal proposals describing the project and amount of funds requested should be sent to George E. Moore, Executive Director. To ensure prompt reply these letters should be submitted in March or September. Final funding decisions are made by the Board of Trustees.

Examples of Grants:

The University of Alabama, to provide support of the Women in Engineering Program.

The Society of Women Engineers, to provide scholarships for freshmen in engineering.

Section V

DESCRIPTIONS OF SELECTED GOVERNMENT AGENCIES

Women's Program Staff
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 245-2181

The Women's Program Staff administers grants and contracts as authorized under the Women's Educational Equity Act. The Act authorizes a broad range of activities at every level of education to eliminate sex bias and sex-role stereotyping and to expand educational opportunities for girls and women.

Activities supported under the Act include:

- the development, evaluation, and dissemination of curricula, textbooks, and other educational materials;
- preservice and in-service training for educational personnel, including guidance and counseling personnel;
- research, development, and other educational activities designed to advance educational equity;
- guidance and counseling activities, including the development of tests which are nondiscriminatory on the basis of sex;
- educational activities to increase opportunities for adult women, including continuing educational activities for underemployed and unemployed women;
- expansion and improvement of educational programs for women in vocational education, career education, physical education, and educational administration.

Applications are received yearly in response to a Notice of Closing Date published in the Federal Register. Proposals for contracts are solicited through a Request for Proposal which is publicized in the Commerce Business Daily. (Unsolicited applications or proposals will not be reviewed or considered for funding.)

All grant applications are reviewed according to the "Discretionary Grant Program Review and Administrative Procedures" of the HEW Grant Administration Manual.

In 1977, 36 new general grants, 20 continuation grants, and 27 small grants were awarded as well as six contracts. The grants awarded totaled $5,665,310. General grants ranged from $28,020 to $193,752. Small grants cannot exceed $15,000. A complete listing and brief description of each year's grants and contracts appear in the Women's Educational Equity Act annual reports.

Deadline for grant applications as well as the rules and regulations for submission are published in the Federal Register. Copies of this information are also available from the Women's Program Staff Office. The Women's Program Staff maintains a mailing list of individuals who have requested to receive grant and contract announcements. Inquiries about the program and requests to be placed on the mailing list should be directed to Dr. Joan Duval, Director, Women's Program Staff.

Examples of Grants:

University of Minnesota, Minneapolis, Minnesota for a group of elementary, secondary, and postsecondary school systems to collaborate on the development of a transportable training model and multimedia training modules that will help reduce sex bias in educational institutions.

Center for Human Services, Washington, D.C. to enable local union committees to identify women who wish to obtain advanced career preparation and become involved in apprenticeship programs.

Bureau of Higher & Continuing Education
U.S. Office of Education
400 Maryland Avenue, SW
Washington, D.C. 20202
(202) 245-8710

The Bureau of Higher and Continuing Education administers approximately 25 programs that are geared primarily toward improving institutions of higher and continuing education and providing financial and other assistance to students and education personnel. For example, several programs seek to interest disadvantaged students in pursuing their education after high school. Graduate fellowships provide training for persons specializing in career fields of importance to the national need. The Bureau also helps strengthen the academic offerings of colleges and universities as well as deal with the recognition of accrediting agencies and institutional eligibility. A variety of programs are designed to increase mutual understanding between the United States and other countries and to improve American education as it relates to international and intercultural issues.

Examples of Grants:

University of Western Florida, Pensacola, Florida - a project to develop and conduct a low key media effort to improve community understanding of women's problems, to conduct a needs assessment of the educational needs of area women, and to develop four pilot education programs for women.

Framingham Prison Project, University of Massachusetts - to develop a series of educational and rehabilitative programs for women who are or have been in prison.

Bureau of Occupational and Adult Education
U.S. Office of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 245-8166

Bureau of Occupational and Adult Education makes grants to States for vocational and technical education, vocational counseling and guidance, and the construction and operation of area vocational and technical schools. It provides financial and technical support for secondary and adult vocational education and for adult education programs that teach basic skills to school dropouts and the underskilled. It sponsors applied research and demonstration projects in vocational education. It maintains close liaison with national vocational youth organizations and provides educational support for the Comprehensive Employment and Training Act (CETA). It administers programs authorized by the Special Projects Act, namely: Metric Education, Community Education, and Consumers' Education. The Bureau is responsible for carrying out school personnel development programs under the Education Professions Development Act.

Examples of Grants:

Systems Science, Inc., Chapel Hill, North Carolina - to identify and evaluate alternative strategies which vocational education administrators can use to eliminate sex bias in vocational education programs.

R.J. Associates, Arlington, Virginia - to analyze the participation of women of different racial and ethnic groups in nontraditional occupations at vocational education schools and to study the factors which influence their decisions.

The Fund for the Improvement of Postsecondary Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-8101

The Fund for the Improvement of Postsecondary Education is part of the Education Division of the Department of Health, Education, and Welfare. It was authorized under the Education Amendments of 1972 to provide assistance to educational institutions and agencies for a broad range of reforms and innovations. The Fund seeks to be comprehensive in its scope, responsive, action-oriented, and risk-taking.

The authorizing legislation for the Fund identifies eight purposes for which grants and contracts may be awarded. These are:

- encouraging the reform innovation, and improvement of post-secondary education and providing equal educational opportunity for all;
- the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experiential learning;
- the establisment of institutions and programs based on the technology of communications;
- the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;
- the design and introduction of cost-effective methods of instruction and operation;
- the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs;
- the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and rentention of faculties; and
- the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction practices related thereto.

The Fund has three separate support programs which are:

1) Comprehensive Program - proposals relating to any or all of the Fund's goals are accepted.

2) Special Focus Program - proposals which concern a particular educational need or approach are accepted.

3) National Projects - proposals of broad national importance are accepted.

The three general criteria against which all proposals are: is it cost-effective, does it have impact beyond the applicant's setting, and is it a learner-centered improvement?

The Fund also tries to support proposals which promise lasting change in the education system. Consequently, projects which arrange for continued existence after funding ceases are given high priority.

According to the Fund there are three areas which have not been fully addressed in proposals to date. These are: 1) leadership training, 2) accommodation of part-time faculty by colleges and universities and 3) evaluation of traditional educational institutions in terms of having a non-sexist climate.

A publication, Reports from the Fund: Projects/Women, describes recent activities directed toward women's concerns.

In 1976, a total of $11.5 million in grants was dispersed; the average grant was $70,000 a year for two years.

Examples of Grants:

Women's Inter City Educational Resourse Center, Roxbury, Mass. A service center designed to improve the career and educational opportunities of adult women in the Boston area.

Educational Testing Service, Princeton, New Jersey. To analyze the competencies which women acquire from their volunteer work and homemaking experiences and to develop materials and techniques to help colleges evaluate these experiences for academic credit.

National Center for Education Statistics
400 Maryland Avenue
Washington, D.C.
(202) 655-4000

The National Center for Education Statistics (NCES) has been involved with a review of sex discrimination in education, as mandated under the Women's Educational Equity Act of 1974.

From time to time, NCES announces requests for proposals (RFP's) for contracts to conduct studies of topics relating to women's educational equity. These RFP's appear in Commerce Business Daily.

Examples of Contracts:

R.J. Associates, Arlington, Virginia - a review and analysis of employment practices relating to teaching, supervisory, administrative, and other professional personnel in educational institutions.

Higher Education Research Service, Los Angeles, California - a review and analysis of access to various programs in post-secondary education, including occupational, technical and professional education, higher education, and adult education.

National Endowment for the Arts
2401 E Street N.W.
Washington, D.C. 20506
(202) 634-6369

The National Endowment for the Arts provides grants to organizations and individuals in the areas of architecture, dance, education, literature, museums and theater among others. The purpose is to encourgate dissemination of the arts, encourage creativity among artists, and improve the standards of the arts.

Organizations who apply must have tax exempt status. Individuals must be of "exceptional talent."

In 1976, grants totaled $82,000,000. Grants to organizations generally are matching funds. Grants are usually for one year.

To apply, a formal application must be sent to the appropriate office. Also, the IRS form denoting tax exempt status must be included. The programs are:

- Architecture & Environmental Arts Program
- Dance Program
- Education Program
- Expansion Arts Program
- Federal-State Partnership Program
- Literature Program
- Media Arts Program
- Music Program
- Museum Program
- Special Projects Program
- Theater Program
- Visual Arts Program

Description of Programs and specific application and eligibility information is available in a booklet titled Guide To Programs from the National Endowment for the Arts. Applications first are reviewed by the Grants Office for completeness. The application is then reviewed by a panel of experts. The National Council of the Arts makes final funding recommendations to the chairman. This decision process generally takes from 6 to 9 months

Examples of Grants:

Literature Program - Diane Ackerman, Ithaca, New York for Poetry
Josephine Haxton, Greenville, Mississippi for fiction.

Music Program - Suzanne Ciani, New York, New York for composer/ librettist.

Visual Arts Program - Alice Aycock, New York, New York, for the visual arts.
Jennifer Gibbar, Garden Grove, California for print making.

National Endowment for the Humanities
806 15th Street, N.W.
Washington, D.C. 20506
(202) 382-5891

The Endowment consists of four major programs:

1) Fellowships Division

2) Division of Research Grants

3) Division of Education Programs

4) Public Programs Division

A fifth office, the Office of Special Projects, handles proposals which do not fall within the scope of the four programs divisions.

The aims of the Endowment are twofold: to support research in the humanities and to aid in understanding of the ideals and values which are of importance to the culture and to national concerns. The humanities include the following fields: history, philosophy, languages, literature, linguistics, archeology, jurisprudence, history and criticism of the arts, ethics, comparative religion and other social sciences.

Each of the four divisions, as well as the Office of Planning and Analysis, will be discussed individually.

1) Fellowship Division. The aim of this division is to support individuals who have completed their professional training, for one year or less, in either advanced study or research. Proposals involving curriculum planning are not eligible.

This division has six programs: 1) fellowships for independent study and research; 2) fellowships in residence for college teachers; 3) Summer Stipends; 4) Summer Seminars for College Teachers; 5) fellowships and stipends for the professions; and 6) fellowship support to centers for advanced study.

2) Division of Research Grants. This division aims to strengthen scholarship in the humanities, provide research money and increase humanistic understanding. Projects funded are generally long range, however, there is no permanent support for institutions. This division has three programs: 1) General Research Program; 2) Research Materials Program; and 3) Centers of Research Programs.

3) Division of Education Programs. The intent of this program is to improve instruction in the area of the humanities. This division has seven programs: 1) Institutional Grants; 2) Higher Education Projects Program; 3) Humanities Institutes Program; 4) National Board of Consultants; 5) Cultural Institutions Program; 6) College Library Program; 7) Elementary and Secondary Education Program.

4) Division of Public Programs. This division supports projects which will make the humanities available to the adult nonstudent population. To be eligible three standards must be met: the resources

of the humanities must be drawn upon; it must serve the adult population and; it must fall within one of this division's program.

The programs of this division are: 1) Stated-based Program; 2) Museums and Historical Organizations Program; 3) Media Program; and 4) Program Development.

5) Office of Special Projects. This office supports projects that do not fall within the scope of the other divisions. The office is particularly interested in the following types of projects:

a) those that promote interest and activity in the humanities by groups not normally involved in this area;

b) new uses of media for nontraditional study;

c) test methods of using scholars and research to add humanistic dimension to noneducational institutions;

d) develop community planning and resource sharing among institutions with humanities programs.

Applicants should write to the appropriate division for further information. The Endowment requests a brief description of the proposal prior to an application except in the case of fellowships. All proposals are reviewed by professionals in the field, with the Chairman of the Endowment making final decisions. Specific application procedures and deadlines should be requested from the appropriate division.

Examples of Grants:

Information not available.

National Institute of Child Health & Human Development
7910 Woodmont Avenue
Bethesda, Maryland
(301) 496-5001

The National Institute of Child Health and Human Development funds projects which attempt to aid the health and well being of children from conception through the teenage years. The Institute is also concerned with the changing roles of women and attitudes of women as they affect fertility or fertility related behavior. The Institute will continue to probe the relation between sex role identities and status and reproductive behavior. All studies supported must have an explicit relevance to population.

Public and private non-profit institutions are eligible to apply for grants. Individuals may apply for grants if they hold a professional or scientific degree and are a permanent resident of the U.S.

Grants vary between $1,200 and $750,700 with an average of $56,525, Individual research fellowship awards are $10,000 with an allowance of up to $3,000 per year.

For information about application procedures contact the Institute. Deadlines for applications are March 1, July 1 and October 1, with a nine month decision time.

Examples of Grants:

University of Michigan to study "Fertility Motivation and Career Conflice in Women."

University of California School of Medicine to study "Family Planning Among Employed Women."

National Institute of Education
1200 19th Street, N.W.
Washington, D.C. 20208
(202) 254-5800

In 1972 the National Institute of Education was created with the aim of helping to solve or ease the problems of American education through research and development.

The six program areas which form the basis for the Institute's organization are:

- Basic Skills, which was formed to work on reading, writing mathematics and other fundamental skills. Its programs focus on how students learn these skills, how teachers teach them, and how this learning and teaching should be evaluated.

- Educational Equity, which seeks to provide educational institutions with a clearer understanding of the factors which limit educational opportunity, and to develop ways of improving educational opportunity for racial or ethnic minorities, women, students whose home language is not English, and students from low income families.

- Education and work, which seeks to bring education and work closer together by supporting programs to help individuals select and prepare for careers and to reduce occupational segregation by sex and ethnicity.

- Finance and Productivity, which helps develop the best possible education system at a cost acceptable to taxpayers by studying the relationship between the quality of education and its cost and the inequities in the ways that tax money for education is collected and spent.

- School Capacity for Problem Solving, which helps schools develop the organizational skills they need to improve their performance continuously and assists decision-makers at all levels of government analyze initiatives they can take to strengthen the local management and organization of education.

- Dissemination and Resources, which works to provide teachers and administrators with the best and most useful results of education research, development and current practice.

Special efforts to address the underrepresentation of girls and women in areas of academic achievement are supported by programs in the Education and Work Group, the Educational Equity Group, and the Women's Research Staff.

Examples of Grants:

Education Development Center, Newton, Massachusetts - to develop a counseling and guidance service for adults who are at home but who wish to reenter the labor market or return to school or training.

Resource Center on Sex Roles in Education - to develop a Multiculture Kit to help in the identification and elimination of race and sex bias in educational materials.

National Institute of Mental Health (Small Grant Program)
5600 Fishers Lane
Rockville, Maryland 20857
(301) 656-4000

The National Institute of Mental Health small grant program provides support at levels up to $5,000 in a relatively rapid matter for studies in behavioral, biological, and medical sciences relevant to mental health. In extraordinary circumstances, where the research requirements exceed $5,000 awards up to $6,000 may be made. Indirect costs will be added to the award. The Small Grant Program also considers grant applications concerned with alcohol and drug abuse. Small grants are principally intended for newer, less experienced investigators, investigators at small colleges, and others who do not have regular research grant support or resources available from their institutions for the support of preliminary research explorations. Small grants may be used to develop and test a new technique or method, to analyze data previously collected, or to carry out exploratory or pilot studies.

Small grant support should not be requested to supplement ongoing research projects or to provide interim support of projects under review. Small grant support also should not be requested for theses or dissertation research.

Small research grant proposals in the areas related to mental health, and alcohol and drug abuse are invited. Research areas include but are not limited to the following: biological bases of sexuality; behavioral differences between the sexes; incidence of psychiatric disorders; treatment forms; attitudes of therapists; sex role development, attitudes, stereotyping and expectations; and social indicators and life styles.

Applications for small grants may be submitted at any time and will be processed as they are received. Approximately five months should be allowed from submission of the application to the desired starting date of the grant. Applications with June, July, or August starting dates must be received no later than January 15 in order to be reviewed in time for the award of summer support.

Information may be obtained by writing to Ellen Stover, Executive Secretary, Mental Health Small Grant Committee, Division of Extramural Research Programs at the above address. Information concerning regular research grants in this area may also be obtained by writing to Joyce Lazar, Chief, Social Sciences Section, Division of Extramural Research Programs. Research grant application kits are available at most academic institutions.

Examples of Small Grants:

DePaul University, Chicago, Illinois - "Cross-National Status Attainment of Women Graduates."

University of Missouri, Columbia, Missouri - "Sex Role Orientation and Fear of Success in Women."

National Science Foundation
Washington, D.C. 20550
(202) 632-4227

The National Science Foundation has several programs which are relevant to Women's Educational Equity. These include: 1) Women in Science Program, 2) Sociology Program, and 3) Social and Developmental Psychology Program. These programs will be discussed in the above order.

1) Women in Science Program - This program is located administratively in the Directorate for Science Education. The aim of this program is to encourage involvement by women in science and science careers. Specifically, the intent is to develop and test methods of attracting and retaining women in scientific careers.

During 1977 two types of projects will be funded: 1) Science Career Workshops and 2) Science Career Facilitation Projects. The workshops intent is to provide information to women undergraduate and graduate students so that they are able to make informed decisions about science careers. The Science Career Facilitation Projects are intended to aid the entry or re-entry of women with bachelor's or master's degrees in science into science careers or a graduate education in science. Grants are made to institutions rather than individuals.

Those persons or institutions wishing to apply should write for the "Guide for Preparation of Proposals" Women in Science, Directorate for Science Education, National Science Foundation, Washington, D.C. 20550.

2) Sociology Program - This program is located administratively in the Directorate for Biological, Behavioral and Social Science Program. This division supports research which attempts to arrive at explanations of the nature and behavior of social organizations and institutions. Grants are available only for basic research that promises to make a substantial contribution to sociological knowledge. Proposals may be submitted at any time.

3) Social and Developmental Psychology Program - This program is located in the Directorate for Biological Behavioral and Social Science Program. This program supports research in virtually all areas of developmental and social psychology.

A booklet "Grants for Scientific Research", (NSF 76-38) may be ordered from the National Science Foundation. This booklet contains information on application for regular grants as well as dissertation grants.

NSF Women in Science Program

Examples of Grants:

California State College at San Bernardino, California, to conduct a two-day Science Career Workshop for freshman and sophomore women students in CSCSB and other colleges within a 100-mile radius.

Chatham College, Pittsburgh, Pennsylvania, to develop a program to provide to women with degrees in science, who are not presently employed in science, special courses in industrial chemistry and management skills.

NSF Sociology Program

Examples of Grants:

The University of Illinois - Urbana for a research project concerned with the social determinants of attitudes toward women's roles.

Indiana University for research investigating national differences and temporal changes along several dimensions of occupational sex segregation and related issues.

GLOSSARY

Bidders/Offerors Conference - a meeting at which individuals interested in responding to a request for proposal (RFP) may ask questions of government representatives about the work to be done.

Block Grants - grants made by the federal government to state or local government. Usually states are required to submit an annual plan explaining how such funds will be used.

Budget Cycle - the fiscal year used by the funding source.

Capitation Grants - funds provided on the basis of the number of people served.

Categorical Grants - funds restricted to a certain category of interest, such as child care or services for the handicapped.

Construction Grants - money for construction, renovation, or expansion of a building or facility.

Contract - an agreement between two parties (such as a funding source and an organization) that certain specified work will be performed.

Demonstration Grants - money to show the effectiveness of a given approach or method to solve a problem. Frequently demonstration grants are given to show how a research technique can be applied more widely or how other groups can benefit from an approach originally designed for one population.

Grant or Contract Period - period of time a grant or contract is awarded, from effective date through expiration.

Matching Grants - money given to an agency or organization which must also provide some of their own funds for the activity.

Principal Investigator/Project Director - person responsible for the project.

Project Grants - money given solely on the basis of the activity rather than on the basis of the number of people involved.

Research Grants - funds to test new ideas or to develop new information. Less emphasis is placed on the needs.

RFP - request for proposal.

Seed Money - funds to establish or start-up a program.

Staffing Grants - money for the hiring or support of staff members.

Target Group or Population - those individuals who will benefit from the activities proposed in the project.

Training Grants - funds to train staff or other individuals in particular skills.

Appendix A

The Foundation Center
National Libraries and Regional Collections

The Foundation Center
888 Seventh Avenue
New York, New York 10010
(212) 489-8610

1001 Connecticut Avenue
Washington, D.C. 20036
(202) 347-1400

Donor's Forum
208 South La Salle Street
Chicago, Illinois 60604

REGIONAL COLLECTIONS

	Geographical Coverage
ALABAMA	
Birmingham Public Library 2020 Seventh Avenue North Birmingham 35203	Alabama
ARKANSAS	
Little Rock Public Library Reference Department 700 Lousiana Street Little Rock 72201	Arkansas
CALIFORNIA	
University Research Library Reference Department University of California Los Angeles 90024	Arizona, California, Colorado, Nevada, Utah
San Francisco Public Library Business Branch 530 Kearny Street San Francisco 94108	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming
COLORADO	
Denver Public Library Sociology Division 1357 Broadway Denver 80203	Colorado
CONNECTICUT	
Hartford Public Library Reference Department 500 Main Street Hartford 06103	Connecticut, Massachusetts, Rhode Island

	Geographical Coverage
FLORIDA	
Jacksonville Public Library Business, Service, and Industry Department 122 North Ocean Street Jacksonville 32202	Florida
Miami-Dade Public Library Florida Collection One Biscayne Boulevard Miami 33132	Florida
GEORGIA	
Atlanta Public Library 126 Carnegie Way, N.W. Atlanta 30303	Florida, Georgia, South Carolina, Tennessee
HAWAII	
Thomas Hale Hamilton Library Humanities and Social Sciences Division 2550 The Mall Honolulu 96822	California, Hawaii, Oregon, Washington
IDAHO	
Caldwell Public Library 1101 Cleveland Boulevard Caldwell 83605	Idaho
INDIANA	
Indianapolis-Marion County Public Library 40 East St. Clair Street Indianapolis 46204	Indiana
IOWA	
Des Moines Public Library 100 Locust Street Des Moines 50309	Iowa
KANSAS	
Topeka Public Library Adult Services Department 1515 West Tenth Street Topeka 66604	Kansas

	Geographical Coverage
KENTUCKY	
Louisville Free Public Library Fourth and York Streets Louisville 40203	Kentucky
LOUISIANA	
New Orleans Public Library Business and Science Division 219 Loyola Avenue New Orleans 70140	Louisiana
MAINE	
University of Maine at Portland-Gorham Center for Research and Advanced Study 246 Deering Avenue Portland 04102	Maine, New Hampshire, Vermont
MARYLAND	
Enoch Pratt Free Library Social Science and History Department 400 Cathedral Street Baltimore 21201	Maryland
MASSACHUSETTS	
Associated Foundation of Greater Boston 294 Washington Street, Suite 501 Boston 02108	Connecticut, Maine, Massachusetts
Boston Public Library Copley Square Boston 02117	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
MICHIGAN	
Henry Ford Centennial Library 15301 Michigan Avenue Dearborn 48126	Michigan
Grand Rapids Public Library Sociology and Education Department Library Plaza Grand Rapids 49502	Michigan

	Geographical Coverage
MINNESOTA	
Minneapolis Public Library Sociology Department 300 Nicollet Mall Minneapolis 55401	Iowa, Minnesota, North Dakota, South Dakota
MISSISSIPPI	
Jackson Metropolitan Library 301 North State Street Jackson 39201	Mississippi
MISSOURI	
Kansas City Public Library 311 East 12th Street Kansas City 64106	Kansas, Missouri
The Danforth Foundation Library 222 South Central Avenue St. Louis 63105	Illinois, Missouri
MONTANA	
Eastern Montana College Library Reference Department Billings 59101	Montana
NEBRASKA	
Omaha Public Library 1823 Harney Street Omaha 68102	Nebraska
NEW HAMPSHIRE	
The New Hampshire Charitable Fund One South Street Concord 03301	New Hampshire
NEW JERSEY	
New Jersey State Library Reference Section 185 West State Street Trenton 08625	New Jersey
NEW MEXICO	
New Mexico State Library 300 Don Gaspar Street Santa Fe 87501	New Mexico
NEW YORK	
New York State Library State Education Department Education Building Albany 12224	New York
Buffalo and Erie County Public Library Lafayette Square Buffalo 14203	New York
Levittown Public Library Reference Department One Bluegrass Lane Levittown 11756	New York
Rochester Public Library Business and Social Sciences Division 115 South Avenue Rochester 14604	New York
NORTH CAROLINA	
William R. Perkins Library Duke University Durham 27706	North Carolina
OHIO	
The Cleveland Foundation Library 700 National City Bank Building Cleveland 44114	Ohio
OKLAHOMA	
Oklahoma City Community Foundation 1300 North Broadway Oklahoma City 73103	Oklahoma

	Geographical Coverage
OREGON	
Library Association of Portland Education and Psychology Department 801 S.W. Tenth Avenue Portland 97205	Alaska, California, Hawaii, Oregon, Washington
PENNSYLVANIA	
The Free Library of Philadelphia Logan Square Philadelphia 19103	Delaware, New Jersey, Pennsylvania
Hillman Library University of Pittsburgh Pittsburgh 15213	Pennsylvania
RHODE ISLAND	
Providence Public Library Reference Department 150 Empire Street Providence 02903	Rhode Island
SOUTH CAROLINA	
South Carolina State Library Reader Services Department 1500 Senate Street Columbia 29211	South Carolina
TENNESSEE	
Memphis Public Library 1850 Peabody Avenue Memphis 38104	Tennessee
TEXAS	
The Hogg Foundation for Mental Health The University of Texas Austin 78712	Arkansas, Louisiana, New Mexico, Oklahoma, Texas
Dallas Public Library History and Social Sciences Division 1954 Commerce Street Dallas 75201	Texas
UTAH	
Salt Lake City Public Library Information and Adult Services 209 East Fifth Street Salt Lake City 84111	Utah
VERMONT	
State of Vermont Department of Libraries Reference Services Unit 111 State Street Montpelier 05602	New Hampshire, Vermont
VIRGINIA	
Richmond Public Library Business, Science and Technology Department 101 East Franklin Street Richmond 23219	Virginia
WASHINGTON	
Seattle Public Library 1000 Fourth Avenue Seattle 98104	California, Oregon, Washington
WEST VIRGINIA	
Kanawha County Public Library 123 Capitol Street Charleston 25301	West Virginia
WISCONSIN	
Marquette University Memorial Library 1415 West Wisconsin Avenue Milwaukee 53233	Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin
WYOMING	
Laramie County Community College Library 1400 East College Drive Cheyenne 82001	Wyoming

	Geographical Coverage
PUERTO RICO	
Consumer Education and Service Center Department of Consumer Affairs Minillas Central Government Building North Santurce 00908	Selected foundations
MEXICO	
Biblioteca Benjamin Franklin Londres 16 Mexico City 6, D.F.	Selected foundations

Appendix B

Useful Books, Articles, and Publications

About Foundations: How to Find the Facts You Need and Get a Grant

Available from: The Foundation Center
888 Seventh Avenue
New York, New York 10019

Price: $2.00

Annual Register of Grant Support

Available from: Marquis Academic Media
200 East Ohio Street
Chicago, Illinois 60611

Price: $47.50 plus $2.00 postage

The Bread Game

Available from: Glide Publications
330 Ellis Street
San Francisco, California 94102

Price: $2.95

Catalog of Federal Domestic Assistance

Available from: U.S. Government Printing Office
Washington, D.C. 20402

Price: $16.00

Commerce Business Daily

Available from: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Price: $105.00 a year (First Class Mail)
$ 80.00 a year (Second Class Mail)

Corporate Support for Black Causes

Available in: Black Enterprise, March 1974

Developing Skills in Proposal Writing

By: Mary Hall

Available from: Continuing Education Publications
P.O. Box 1491
Portland, Oregon 97201

Price: $10.00

Directory of American Indian Private Funding Sources

Available from: American Indian Higher Education Consortium
1626 High Street
Denver, Colorado 80218

Price: $10.00

Federal Grants Opportunities Report

Available from: Responsive Procurement Exchange
1204 Half Street, S.W.
Washington, D.C. 20024

Price: $50.00 - one year subscription
$25.00 - six month trial subscription

Federal Register

Available from: Office of the Federal Register
National Archives and Records Service
General Service Administration
Washington, D.C. 20408

Price: $ .75 per copy
$ 5.00 per month
$50.00 per year

Federal Research Report

Available from: Federal Research Report
P.O. Box 1067, Blair Station
Silver Spring, Maryland 20910

Price: $32.00 - one year
$58.00 - two years
$82.00 - three years

Foundation Directory, Edition 6

By: Marianna O. Lewis (Ed.)
The Foundation Center

Available from: Columbia University Press
136 South Broadway
Irvington, New York 10533

Price: $36.00

The Foundation Grants Index, A Cumulative Listing of Foundation Grants

By: Mrs. Lee Noe, Grants Editor
The Foundation Center

Available from: The Foundation Center
888 Seventh Avenue
New York, New York 10019

Price: $15.00 per year

Additional information: Also included in Foundation News

Foundation Grants of Women's Groups

By: Marjorie Fine Knowles

Reprints available from: Feminist Press
Box 334
Old Westbury, New York 11568

Price: $2.00 plus 75¢ postage and handling

Foundation News: The Journal of Philanthropy

Available from: Foundation News
Box 783, Old Chelsea Station
New York, New York 10011

Price per year: $10.00 - members of the Council on Foundations, Inc.
$20.00 - nonmembers
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Available from: Women's Action Alliance
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By: Human Resources Network

Available from: Chilton Book Company
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Available from: Women's Bureau
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By: Ingrid Lemaire

Available from: The Edna McConnell Clark Foundation
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